



Rationale

We believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

Aims

- We have regard for the DFE Special educational needs and disabilities code of practice: 0 to 25 years.
- We include all children in our provision.
- practitioners support parents and children with special educational needs (SEN)/disabilities.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

Little Oaks Special Educational Needs Co-ordinator is- Janine McCartan

Early Years Area Special Educational Needs Co-ordinator is Susan Morgan

Methods

- We designate a member of staff to be special educational needs co-ordinator (SENCO) and give his/her name to parents.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.



- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of Assess, Plan, Do and Review. We devise School Support plans for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in service training for practitioners and volunteers,
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Following the DfES Code of Practice 0-25 years

Staff working with children with special educational needs must focus on the following:

- Early identification
- Early intervention Assess, Plan, Do and Review.
- EYFS Assessments and Two Year Old Progress Check.
- Inclusive education
- Physical environment
- Partnership with parents
- Multi-agency collaboration



Early identification and intervention

- We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs.
- We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children.
- We share all reports on children's progress with parents.
- We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, do and review, recording clear targets and strategies for development and progress.
- We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

- We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.
- In order to make appropriate and effective provision or adaptations, we collect information from parents to find out the children's:
Visual/hearing needs, Physical needs, Emotional needs, Learning needs, Self-help needs and Communication needs.
- We ensure that children with special needs and disabilities are involved in play activities alongside the other children wherever possible.
- We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution.
- We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.
- We plan open-ended learning activities and experiences to help all the children to participate and learn, although we may need to differentiate for some



learning activities and experiences and provide alternative formats or additional equipment and resources for particular children.

- We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.

Physical environment

- We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas, both indoors and outdoors.
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We ensure that children with special needs have easy access to the toilet. We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

Partnership with parents

- We encourage parents to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths, as well as their needs.
- We respect the different perspectives and needs of parents.
- The special needs co-ordinator and other staff ensure that there is consistent communication and consultation with parents.
- We consult with parents about information that should be shared with others.

Multi-agency collaboration

- The special needs co-ordinator liaises with other supportive agencies to develop good working relationships.
- We gather information on relevant contacts and services to share with parents.
- We try to achieve a good relationship for information-sharing, collaboration and understanding with other professional in order to take into account the complete needs of the child.